

Visual Arts Reporting Standards

Standard: Artistic Foundations 1 & 2 and Artistic Processes 3 & 4

Description: **Name Design- Student's Name designed utilizing the Elements of Art & Principles of Design.**

| Score | Requirement(s) student needs to meet to achieve score | Student Criteria*/ Tasks ✓Check off as you go |
|--|--|---|
| 4 Excellent | <p>Completes ALL of the "Proficient" criteria, plus 3 out of 4 "Excellent" criteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> Excels in craftsmanship, composition and material techniques <input type="checkbox"/> Utilizes feedback to revise and improve work <input type="checkbox"/> Includes personal experiences and development of individual artistic style <input type="checkbox"/> Demonstrates inspiration from a different artwork(s) | <ul style="list-style-type: none"> <input type="checkbox"/> *Name design is <u>your creation</u> (original/not copy righted images). <input type="checkbox"/> *<u>FIRST name (no initials)</u> is enlarged/EMPHASIS, legible and designed with your favorite lettering style, your "signature" style or from a source of inspiration (a story, character, a song, a vacation, a theme, etc.). <input type="checkbox"/> *Name is neatly drawn and reflects technical use of tools: rulers, templates, etc. <input type="checkbox"/> *Composition arrangement fills 80% of space (no thumb nail sketches). <input type="checkbox"/> *Includes an organized and neatly drawn <u>background design</u>. <input type="checkbox"/> Inside includes first and last name, hour, grade and theme <input type="checkbox"/> *Finished in color, black & white, or grayscale/values <u>with markers and/or colored pencils</u>. <input type="checkbox"/> *Reflective Assessments: <p>What is successful with your Name Design?</p> <p>What challenges did you have with the design/what would you do differently?</p> <p style="text-align: center;"><input type="checkbox"/> Complete this rubric and turn in with your name tent</p> |
| 3 Proficient | <ul style="list-style-type: none"> <input type="checkbox"/> Planning is thoughtful, reflective and demonstrates creative problem solving. <input type="checkbox"/> Meets the presented criteria for the artwork*. <input type="checkbox"/> Demonstrates the effective use of the elements and principles of design in the artwork. <input type="checkbox"/> Proficient in craftsmanship and technical skill. <input type="checkbox"/> Provides input, feedback for others and assesses their own work. <input type="checkbox"/> Artwork is original, creative and demonstrates personal style. | |
| 2 Basic/ Inconsistent | <ul style="list-style-type: none"> <input type="checkbox"/> Completes 4 of the 6 "Proficient" criteria <input type="checkbox"/> Task to be repeated after re-teaching | |
| 1 Developing | <ul style="list-style-type: none"> <input type="checkbox"/> Completes <i>fewer than</i> 3 of the "Proficient" criteria <input type="checkbox"/> Task to be repeated after re-teaching | |
| 0 Insufficient Evidence | <ul style="list-style-type: none"> <input type="checkbox"/> Completes none of the criteria <input type="checkbox"/> Task to be repeated after re-teaching | |

| District | Descriptor | |
|-----------------|---|---|
| 4 3.5 | Excellent, exceptional, extended | Displays excellent quality, performs with high accuracy, applies the learning in complex ways, extends the expectations for meeting the standard |
| 3 2.5 | Proficient, consistent, accurate | Displays high quality, performs with accuracy, applies the learning accurately, meets expectations for standard |
| 2 1.5 | Basic, simple, inconsistent | Displays basic quality, performs with inconsistent accuracy, applies the learning at a basic level, meets standard at only the simplest level of content, task, or skill |
| 1 .5 | Developing, limited, partial | Displays limited quality, performs with limited accuracy, applies the learning at a minimal level, partially meets expectations for standard |
| 0 | Unacceptable, inaccurate, insufficient evidence | Displays lack of quality, performs with little evidence of understanding, applies learning inaccurately, demonstrates unacceptable errors or flaws, does not meet expectations for standard |

